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ABSTRACT

A four-week career workshop was designed to provide college women on a large midwestern campus with information about sexism, sex roles, career planning, and career resources in an effort to sensitize them to past sex role biases. Portions of a 28-minute color video tape (not included in this document) were presented to the subjects and discussed each week in small groups. The video tape presentation is a direct application of a model depicting factors affecting both sex role socialization and career planning processes. A sample of the women (N=60) was divided into treatment and control groups. Treatment effects were assessed by means of five career and sex role instruments in a pretest-posttest-control group design. Results indicated that the treatment subjects spent more time thinking about career planning; described themselves as more masculine; and reported investigative, social and enterprising careers as more appropriate career choices than did control group subjects. Future research is recommended to sensitize students to the effects of sexism and past sex role socialization on career decision making. (Author)

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# Research on a Career Workshop to Reduce Sexism with Women

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# RESEARCH ON A CAREER WORKSHOP TO REDUCE SEXISM WITH WOMEN

Sexism and the effects of sex role socialization on personal and career development have been important issues for counseling psychologists for the last six years (American Psychological Association, 1975, 1978; Fitzgerald & Harmon, 1973, Harmon, Birk, Fitzgerald & Tanney, 1978; Osipow, 1975). Three issues of The Counseling Psychologist (Birk & Tanney, 1976; Fitzgerald & Harmon, 1973; Hill, Birk, Blimline, Leonard, Hoffman & Tanney, 1979) have been devoted to the special problems of counseling women, and recently one issue has focused on sex roles and counseling men (Skovholt, Gormally, Schauble & Davis, 1978). The last three annual reviews of career development and vocational behavior (Betz, 1977; Osipow, 1976; Zytowski, 1978) have addressed issues related to sex roles and bias in career development and vocational behavior. Attention has also been given to sex bias in interest testing (Diamond, 1975; Harmon, 1975; Holland, 1975; Cole & Hanson, 1975), career information (Birk, Cooper & Tanney, Note 1; Note 2) and counselor behavior (American Psychological Association, 1975; Stricker, 1977; Schlossberg & Pietrofesa, 1973). Additionally, procedures for increasing sex-fair counseling have been proposed and empirically tested (Gilbert & Waldroop, 1978).

Although sexism and sex role socialization have received much attention in the past few years, there have been few experimental studies assessing effectiveness of methods to sensitize women to the effects of these factors on their career planning. Those studies reported have assessed the effects of consciousness-raising groups (Follingstad, Robinson & Pagh, 1977), supportive learning environments for women returning to school (Berman, Gelso, Greenfeig

& Hirsh, 1977), and a curricula aimed at women's personal growth through resocialization, skill acquistion, and environmental management (Loeffler & Fiedler, 1979). Some interventions directed at sensitizing educators to the negative effects of sexism and sex role stereotyping have also been reported (Sparks & Mullally, 1978) and are currently being tested (Hanson & Keierleber, 1978). A few additional preventive programs have been developed (Birk & Tanney, 1973, Note 3; Blimline, 1976; Cooper, 1976; Leonard, Tanney, Hill & Clancy, 1978; O'Neil, Meeker & Borgers, 1978), but none of these have experimentally tested ways to sensitize women to the effects of sexism and past sex role socialization on their career decision making.

Some writers (Brodsky, 1978; Farmer, 1978; Holroyd, 1978) have recommended that counseling resources and interventions be developed to help women integrate past sex role socialization with their career and life decisions. A recent model (O'Neil, Meeker & Borgers, 1978; Note 4; O'Neil & Bush, 1978) depicting the relationship between sex role socialization factors and the career decision-making process underscores the importance of this recommendation. Based on previous theories of career development (Bordin, Nachmann & Segal, 1963; Holland, 1973; Roe, 1957; Super, 1957; Super & Bachrach, 1957), correlates of career choice (Blau, Parnes, Gustad & Jessor, 1968; Crites, 1969), specific aspects of men's and women's career development (Crites, 1969; Mishler, 1975; Osipow, 1975; Psathas, 1968; Senesh & Osipow, 1973; Zytowski, 1969), social systems approach to career decision (Osipow, 1973), social learning theory of career selection (Krumboltz, Mitchell & Jones, 1978) and theory about sex role development (Kagan, 1964; Kohlberg, 1966; Mischel, 1970; Mussen, 1969), the model has identified 6 general factors and 22 subfactors

(see Figure 1) that contribute to the career decision-making process.

Insert Figure 1 About Here

A recent study (O'Neil, Ohlde, Tollefson, Piggott & Watts, Note 5) has demonstrated construct validity for the 6 general factors. Results showed that subjects identified these factors as having differential effects on their own career choice. Furthermore, these results suggest a positive role for interventions designed to sensitize individuals to the specific effects of these factors on their career decision making.

A series of recent studies investigating the relationship of gender, sex role attitudes and cognitive style to the career decision-making process (Harren, Kass, Tinsley & Moreland, 1978, 1979; Moreland, Harren, Krimsky-Montague & Tinsley, 1979) has also underscored the importance of the above recommendation. Based on a path analysis, Harren et al. (1978) found that gender, sex role self concept, sex role attitude toward others, and cognitive style affect college students' progress in deciding on an academic major. Moreland et al. (1979) similarly discovered that endorsement of sex role-related personal attributes and cognitive styles were related to college students' differences in their decision-making progress when choosing a college, academic major and occupation. In a related study, Harren et al. (1979) found that gender, cognitive complexity, and sex role attitude significantly predicted choice of gender-dominant majors and occupations. On the basis of their findings Harren et al. (1978; 1979) recommend development of and research on counseling interventions to modify stereotypic sex role attitudes. Additionally, Moreland et al. (1979) recommend development of

programs to modify individuals' stereotypic sex role self concepts and stereotypic repertoire of skills. Thus, given the nature of previous research and the above findings and recommendations, studies are needed to assess what interventions are effective in sensitizing women to how sexism and past socialization factors may be affecting their career and life planning and in expanding their stereotypic sex role attitudes and self-concepts.

The purpose of this research was to assess the impact of a treatment designed to sensitize college freshmen and sophomore women to the effects of sexism and sex role socialization factors on their current career planning and to expand their current sex role attitudes and self-concepts. It was hypothesized that a career workshop focusing on sexism and the effects of sex role socialization factors would: a) enhance participants' awareness of these effects, b) expand their sex role attitudes and self-concepts and their attitudes about the appropriateness of non-traditional career areas more than nonparticipants.

## Method

### Subjects

A random sample of freshmen and sophomore students (N=400) living in three residence halls at a large midwestern university were sent an invitation to participate in a four-week career exploration workshop for women. Eighty-five subjects indicated an interest by returning their schedules of available times for participating in the workshop. Twenty-five of the 85 students were eliminated because of schedule conflicts and were placed on a waiting list. The final sample (N=60) consisted of 38 freshmen, 21 sophomores and 1 junior with a mean age of 18.4 years.

Instruments

Five instruments were administered to the subjects in this study. They were the Career Behavior and Attitude Checklist (O'Neil, Price & Tracey, 1978), Career Factor Checklist (O'Neil, Ohlde, Note 6), Attitudes Toward Women Scale (Spence & Helmreich, 1972), Bem Sex Role Inventory (Bem, 1974), and Career Appropriateness Questionnaire (Ohlde & O'Neil, Note 7).

Career Behavior and Attitude Checklist Questionnaire (CBACQ). This instrument measures career behaviors and attitudes (O'Neil, Price & Tracey, 1979). Only Factors 1 and 3 of the CBACQ were used in this study. Factor 1 assesses satisfaction with the career planning process, and Factor 3 assesses time spent thinking about career planning. Hoyt (1941) reliability coefficients ranged from .85 to .96, and test-retest reliability for Factors 1 and 3 was established at .94 and .28, respectively.

Career Factor Checklist (CFC). The CFC (O'Neil & Ohlde, Note 6) measures the degree that career and sex role socialization factors affect people's career decisions. Respondents are asked to indicate the degree to which these factors affect their career decisions by rating a five-point scale from "very much" to "not at all." The CFC was constructed around the conceptual model describing the factors affecting the socialization, sex role learning and career choice processes (O'Neil & Bush, 1978; O'Neil, Meeker & Borgers, 1978) and has been demonstrated to be a valid measure of these six factors: Societal, Familial, Individual, Socioeconomic, Situational, and Psychosocial-Emotional (O'Neil, Ohlde, Tollefson, Piggott & Watts, Note 5). Hoyt (1941) reliability coefficients for these six factors have ranged from .65 to .81

while their test-retest reliabilities over a four-week period have ranged from .49 to .83. The test-retest reliability for the total score over the same time interval was .83.

Attitudes Toward Women Scale (AWS). The AWS (Spence & Helmreich, 1972) measures the rights and roles of women in contemporary society. Respondents are asked to indicate their degree of agreement with 55 statements by rating a four-point scale from "agree strongly" to "disagree strongly." Collins (1973) found the scale to be highly reliable and to possess sound criterion-related validity. In this study a short form of the AWS was used. This short form includes a 25 item version of the AWS and has been shown to have high correlation with the longer form (Spence & Helmreich, 1973).

Bem Sex Role Inventory (BSRI). The BSRI has been validated as a measure of psychological androgyny (Bem, 1974). It consists of 20 adjectives describing masculine personality characteristics, 20 adjectives describing feminine personality characteristics, 20 adjectives describing neutral characteristics. Respondents are asked to indicate on a scale from 1 ("never or almost never true") to 7 ("always or almost always true") how well each characteristic describes himself or herself. Although the BSRI is usually used to classify a person's sex role orientation, in this study it was used to measure subjects' self-reported changes in their masculine, feminine, and neutral personality characteristics over the four-week workshop.

Career Appropriateness Questionnaire (CAQ). The CAQ (Ohlde & O'Neil, Note 7) assesses the respondent's view of the appropriateness or inappropriateness of 84 careers. Respondents indicate on a four-point scale ("very much appropriate" to "very much inappropriate") the degree to which each career is appropriate for them. The 84 careers are the same as those listed in the

occupations section of the Self Directed Search (Holland, 1977). The six scales of the CAQ are the same as Holland's realistic, investigative, artistic, social, enterprising and conventional personality types (Holland, 1973). Hoyt (1941) reliability coefficients for the six scales of the CAQ ranged from .87 to .95 while their test-retest reliabilities over a four-week period ranged from .83 to .95.

Intercorrelations of all dependent measures for pretest scores of treatment and control groups revealed a number of statistically significant but modest correlations ($p < .05$). Those that were larger than .40 were the BSRI masculine scale with the CBACQ Factor 1 (satisfaction with career planning) ($r=.45$); the BSRI feminine scale with the CFC's individual factor ($r=.47$); the BSRI neutral items with the CBACQ Factor 3 (time spent in career planning) ($r=.42$); the total score of the CFC with its own subfactors ($rs=.49 - .70$); subscales of the CFC with each other ($rs=.31 - .45$); the BSRI feminine items with the BSRI neutral items ($r=.75$); and the CAQ subscales with each other ($rs=.27 - .55$).

Procedure

Subjects from three residence halls at a major midwestern university were invited to join a women's career workshop. A personal invitation was randomly sent to each subject and those individuals indicating an interest were assigned to a treatment and control group contingent on their available times, group size and leaders' schedules. Experimental subjects completed five pretest instruments at the beginning of the first session of the workshop while control subjects completed the pretest instruments during the same time in their residence halls. The treatment groups then experienced the

workshop as described in the treatment section. At the end of the final workshop session, posttest instruments were administered. Posttesting of the control group was accomplished through campus mail during the same week as the treatment group. An analysis of covariance (ANCOVA) on all dependent measures was employed in a pretest-posttest-control group design (Campbell & Stanley, 1963) to assess differences between treatment and control groups.

Treatment Conditions

Subjects in the treatment condition (N=17) participated in a structured four-week career workshop exposing them to information about sexism, sex role socialization, career planning and campus resources available to them. The workshop was structured around the six validated factors of the O'Neil, Meeker & Borgers' (1978) model to reduce sexism and utilized a 28-minute color video tape titled "A Video Tape to Assist College Women in Understanding Their Socialization, Sex-Role Learning, and Career Choices Processes" (O'Neil, et al. 1978; Note 4). The 3-part video tape is a direct application of the conceptual model and describes information in detail on the potential effects of the six career factors (individual, societal, familial, socio-economic, situational, psychosocial-emotional) and the counseling and career planning resources on the campus. The major goal of the tape is to sensitize women as to how sexism, sex role socialization and the 6 career factors may affect and restrict their career and life choices. Previous evaluation research has indicated that the video tape is most appropriate for high school and college freshmen and sophomore students (O'Neil, Prosser-Gelwick, Garfield, Watts, & Fannin, Note 8). In the following order subjects were asked in each session to: (a) view a portion of the video tape related to one of the

six factors (b) write out their immediate reactions by responding to structured stimulus questions related to the viewed portion, (c) discuss their reaction to the questions and video tape in dyads, and (d) discuss their reactions and feelings to the tape in a larger group. Table 1 outlines the specific nature of each weekly session.

Insert Table 1 About Here

Control and Attrition Groups

The control group (N=20) did not experience the workshop but was asked to participate in the project by completing the pre and post questionnaire instruments. The control group was paid $5.00 for their time and involvement. Those subjects missing any session after the first week (N=23) comprised the attrition group and were not included in the analysis. Subjects randomly sampled from this group (N=13) were sent a questionnaire to ascertain their reasons for missing sessions or dropping out of the workshop. The questionnaire asked them to: (a) express in their own words personal reason(s) for missing sessions; (b) rank order the primary reasons for missing from the following 6 categories: forgetting, academic pressure, conflicts with study time, workshop was boring, conflicts with extracurricular activities, workshop did not provide new information, and was not getting anything out of the workshop; and (c) to indicate on a Likert scale of strongly agree to strongly disagree whether the six reasons applied to them.

Group Leaders

Workshop leaders were masters level women counselors who had knowledge of women's career development and understanding of and experience in using group facilitation skills. The workshop leaders were trained in a three-hour training period in preparation for the workshop. A training manual (O'Neil & Ohlde, Note 9)[1] outlined and specified the nature and mechanics of the treatment experiences to insure consistency across the groups.

## Results

The means, standard deviations, and adjusted means for the treatment and control groups on all dependent measures are found in Table 2. Results of the

Insert Table 2 About Here

analysis of covariance on the pretest and posttest adjusted means are presented in Table 3. These results show that there were significant differences between the treatment and control groups on the following dependent measures: time spent thinking about career planning, $F(1,34)=4.64$, $p < .05$; masculine descriptors of the BSRI, $F(1,34)=4.27$, $p < .05$; appropriateness of Investigative careers on CAQ-I, $F(1,34)=3.92$, $p < .05$; appropriateness of Social careers on CAQ-S, $F(1,34)=3.92$, $p < .05$; appropriateness of Enterprising careers on the

Insert Table 3 About Here

CAQ-E, $F(1,34)=4.18$, $p < .05$. The analysis of covariance on all other dependent measures revealed no significant differences between the experimental

[1] Copies of the training manual and the mechanics of the workshop are available by writing the first author.

and control groups. These results indicate that subjects completing the workshop spent more time thinking about their career planning, described themselves as more masculine, and reported investigative, social and enterprising careers as more appropriate than control subjects. However, treatment subjects did not differ in their report of changes in their satisfaction with career planning, the effects of six factors from the O'Neil, Meeker, & Borgers' (1978) model, attitude toward women, description of self in feminine or neuter terms, and the appropriateness of realistic, artistic, and conventional careers.

Results of the follow-up questionnaire sent to attrition subjects indicated that the main reasons for dropping out or missing sessions were: academic pressure, conflicts with study time, conflicts with extracurricular activities, and lack of new information in the workshop. A summary of written responses for not attending the session included: (1) sessions were too long, (2) session conflicted with study, exams, and other activities, (3) sessions did not meet expectations or current career needs (i.e., testing or choice of major, etc.), (4) I forgot the workshop time, (5) I was turned off by the pretesting, and (6) I wanted information about careers.

## Discussion

The results of this study indicate that the treatment had a significant impact. Workshop participants described themselves as more masculine and reported that investigative, social, and enterprising careers were more appropriate for them following the workshop than nonparticipants. These results do not indicate any significant changes in overall attitudes towards women but do indicate that the workshop participants described themselves as more

masculine and reported that two typically masculine career areas (investigative and enterprising) were more appropriate for them after the treatment than before. Although self-report of appropriateness of typically masculine careers is not a behavioral measure of actual choice of non-traditional careers, the results do provide evidence that the treatment effected attitudinal change in the subjects regarding masculine characteristics and sex role appropriateness of two masculine career areas. Thus, the workshop is beneficial in helping freshmen and sophomore college women expand their masculine sex role self-concepts and their attitudes about the appropriateness of traditionally masculine career areas.

The results also showed that the workshop is beneficial in helping women think about their career planning. Subjects in the workshop reported spending more time thinking about their career planning than subjects in the control group. Future research should assess the nature of this thinking and whether these thoughts translate to specific behaviors pertinent to career planning or decision making.

Contrary to the research hypothesis, the treatment did not foster new awareness of the career factors described in the O'Neil et al. (1978) model nor produce significant changes in attitudes toward women. It may be that full understanding of the impact of the six career factors and changes in attitudes toward women require longer periods of time than the four-week interval assessed in this study.

There were limitations in the research that were beyond the control of the researchers. It was impossible to fully assign subjects randomly to treatment and control groups because of numerous scheduling conflicts and

to maintain initial group sizes because of subject attrition. Participants missing sessions or dropping out became attrition subjects and were eliminated from the experimental study. The reasons reported for dropping out of the group experience indicate that numerous practical considerations (i.e., academic pressure, school & social conflicts, workshop did not provide new information) contributed to attrition. Future research can avoid these problems by (a) scheduling workshops at times that do not conflict with midterm or final exams, (b) stating clearer expectancies about the workshop to participants, and (c) prescreening, pretesting, or interviewing participants to insure that the treatment will be appropriate for them. Researchers need to continue assessing attrition from workshops. It is recommended that future follow-ups of attrition subjects assess more affective reasons for missing sessions or dropping out of career group experiences. Although the present follow-up inquired only about the practical reasons for missing the group, it may be that treatments built around sex role and career issues are threatening and emotionally upsetting to some women facing career and life decisions. Continued assessment of subjects dropping out of our counseling interventions should help practitioners develop more meaningful interventions for them and better match treatment modes with client needs.

Future research and program development are now needed in several areas. Research is needed to investigate how restrictive sex role attitudes can be modified and to document how these modifications effect choosing non-traditional careers and lifestyles. Innovative interventions and programs are needed to expand women's career options and to help them assess how sexism and their

past sex role socialization may be limiting their career possibilities. Student need assessment data could be gathered to identify individuals who have specific sex role and career conflicts related to the individual, societal, familial, socioeconomic, situational or psycho-emotional factors. Separate career interventions and programs could be developed to assist students with each of the six factors in the O'Neil, Meeker & Borgers' (1978) model. More counseling and preventive treatments are also needed to assist women in sex role and career related conflicts. Additionally, as men become more aware of how sexism has limited their options and choices, programs will be needed to expand male consciousness around sex role and career-related conflicts.

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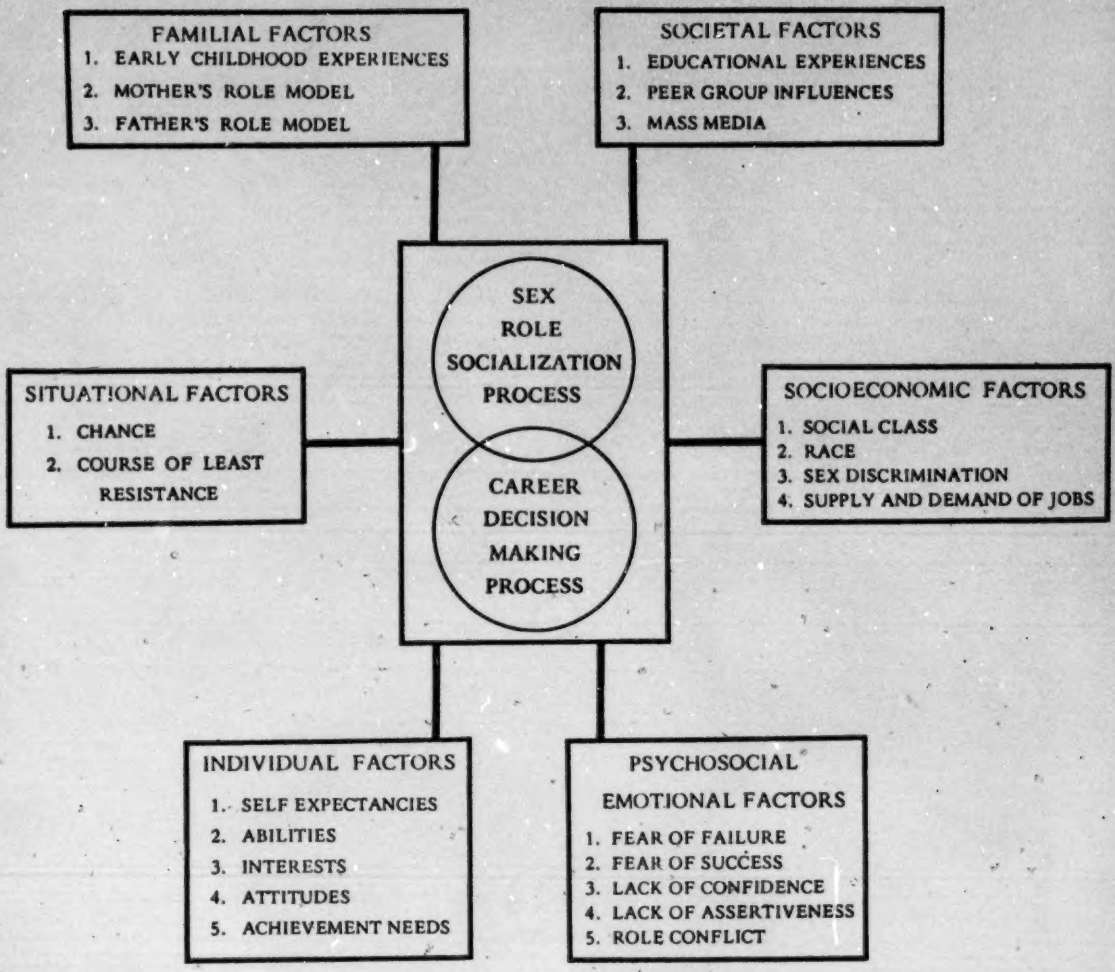


Figure 1: Factors Affecting the Sex Role Socialization and Career Decision Making Process

Table 1

Specific Weekly Activities to Implement Career Workshop Based on the O'Neil, Meeker, Borgers' (1978) Model

| Week | | Activity | Time Needed In Minutes |
|---|---|---|---|
| 1 | 1. | Statement of Goals of Workshop | 3 |
| | 2. | Vocational Introduction | 20 |
| | 3. | Pre-testing | 50 |
| | 4. | Presentation of entire Video Tape | 28 |
| | 5. | Slide Show Reaction Questionnaire | 5 |
| | 6. | Large Group Discussion of Reaction to Tape | 15 |
| | 7. | Weekly Reaction Log | 5 |
| 2 | 1. | Presentation of Individual Factor From Video Tape | 5 |
| | 2. | Students Fill Out Stimulus Questions on Individual Factor | 10 |
| | 3. | Dyads Discuss Stimulus Questions | 15 |
| | 4. | Presentation of Societal Factor From Video Tape | 5 |
| | 5. | Students Fill Out Stimulus Question on Societal Factor | 10 |
| | 6. | Dyads Discuss Stimulus Questions | 15 |
| | 7. | Large Group Discusses Stimulus Questions | 30 |
| | 8. | Students Fill Out Weekly Reaction Log | 5 |
| 3 | 1. | Presentation of the Familial Factor From Video Tape | 5 |
| | 2. | Students Fill Out Stimulus Questions on the Familial Factor | 10 |
| | 3. | Dyads Discuss Stimulus Questions | 15 |
| | 4. | Presentation of the Psychosocial-Emotional Factors | 5 |
| | 5. | Students Fill Out Stimulus Questions on the Psychosocial-Emotional Factors | 10 |
| | 6. | Dyads Discuss Stimulus Questions | 15 |
| | 7. | Large Group Discuss Stimulus Questions | 30 |
| | 8. | Students Fill Out Weekly Reaction Log | 5 |
| 4 | 1. | Presentation of Socioeconomic Factor | 5 |
| | 2. | Students Fill Out Stimulus Questions Socioeconomic Factor | 5 |
| | 3. | Dyads Discuss Stimulus Questions | 10 |
| | 4. | Presentation of the Situational Factor | 5 |
| | 5. | Students Fill Out Stimulus Questions Related Situational Factor | 5 |
| | 6. | Dyads Discuss Stimulus Questions | 10 |
| | 7. | Large Group Discuss Stimulus Questions | 20 |
| | 8. | POST TESTING OF SUBJECT | 50 |
| | 9. | Remainder of Four Week Follow Up | 3 |

Table 2

Means and Standard Deviations on Pretest and Posttests for Dependent Measures for Treatment and Control Groups

| VARIABLES MEASURED | Treatment Group | | | Control Group | | |
|---|---|---|---|---|---|---|
| | Pre | Post | Adjusted | Pre | Post | Adjusted |
| **Career Behavior & Attitude Checklist Questionnaire (CBACQ)** | | | | | | |
| Time Spent Thinking About Career Planning (Factor 3) | | | | | | |
| M | 23.29 | 21.94 | 21.52 | 21.00 | 18.70 | 19.05 |
| SD | 3.15 | 3.56 | | 4.15 | 3.43 | |
| Satisfaction with Career Planning (Factor 1) | | | | | | |
| M | 13.47 | 14.17 | 14.14 | 13.40 | 13.20 | 13.22 |
| SD | 5.13 | 4.88 | | 5.57 | 5.60 | |
| **Career Factor Checklist (CFC)** | | | | | | |
| Total Score (CFC) | | | | | | |
| M | 93.76 | 98.52 | 96.20 | 89.25 | 90.05 | 92.02 |
| SD | 10.19 | 14.66 | | 10.72 | 12.92 | |
| Familial Factors | | | | | | |
| M | 15.11 | 14.58 | 13.97 | 13.85 | 12.90 | 13.42 |
| SD | 4.13 | 4.43 | | 3.39 | 4.31 | |
| Societal Factors | | | | | | |
| M | 13.00 | 14.17 | 13.97 | 12.40 | 12.95 | 13.11 |
| SD | 3.08 | 3.48 | | 3.40 | 3.63 | |
| Individual Factors | | | | | | |
| M | 26.82 | 28.82 | 29.01 | 29.15 | 28.40 | 28.23 |
| SD | 4.50 | 1.50 | | .93 | 1.69 | |
| Socioeconomic Factors | | | | | | |
| M | 14.17 | 15.41 | 15.09 | 13.35 | 14.65 | 14.92 |
| SD | 3.66 | 4.80 | | 3.08 | 2.90 | |
| Situational Factors | | | | | | |
| M | 8.82 | 9.11 | 9.01 | 8.60 | 9.10 | 9.18 |
| SD | 2.32 | 2.75 | | 1.95 | 2.46 | |
| Psychosocial-Emotional Factors | | | | | | |
| M | 15.82 | 16.41 | 14.81 | 11.90 | 12.05 | 13.40 |
| SD | 3.84 | 4.82 | | 4.55 | 4.92 | |
| **Attitude Toward Women Scale (AWS)** | | | | | | |
| Total Score (AWS) | | | | | | |
| M | 81.64 | 82.82 | 82.74 | 81.50 | 80.80 | 80.86 |
| SD | 6.59 | 7.73 | | 7.47 | 8.62 | |
| **Bem Sex Role Inventory (BSRI)** | | | | | | |
| Masculine Descriptors | | | | | | |
| M | 95.58 | 97.41 | 97.50 | 95.75 | 93.90 | 93.82 |
| SD | 16.87 | 17.42 | | 16.83 | 18.85 | |
| Feminine Descriptors | | | | | | |
| M | 102.70 | 103.47 | 101.80 | 99.25 | 98.10 | 99.51 |
| SD | 13.99 | 13.31 | | 10.74 | 10.66 | |
| Neuter Descriptors | | | | | | |
| M | 96.23 | 95.35 | 93.60 | 91.55 | 90.55 | 92.03 |
| SD | 6.60 | 6.95 | | 6.63 | 5.98 | |

Table 2 (cont.)

Means and Standard Deviations on Pretest and Posttests

for Dependent Measures for Treatment and Control Groups

| VARIABLES MEASURED | Treatment Group | | | Control Group | | |
|---|---|---|---|---|---|---|
| | Pre | Post | Adjusted | Pre | Post | Adjusted |
| Career Appropriateness Questionnaire (CAQ) | | | | | | |
| Realistic (CAQ-R) | | | | | | |
| M | 19.41 | 21.35 | 21.97 | 20.55 | 21.15 | 20.62 |
| SD | 6.45 | 8.88 | | 6.76 | 6.76 | |
| Investigative (CAQ-I) | | | | | | |
| M | 26.00 | 27.76 | 28.80 | 27.95 | 27.35 | 26.46 |
| SD | 10.96 | 11.91 | | 10.49 | 10.53 | |
| Artistic (CAQ-A) | | | | | | |
| M | 24.47 | 26.64 | 27.05 | 25.25 | 26.30 | 25.95 |
| SD | 8.50 | 9.79 | | 7.54 | 6.98 | |
| Social (CAQ-S) | | | | | | |
| M | 37.05 | 40.00 | 37.69 | 31.80 | 32.35 | 34.30 |
| SD | 10.56 | 10.65 | | 10.21 | 8.48 | |
| Enterprising (CAQ-E) | | | | | | |
| M | 30.05 | 32.58 | 34.14 | 33.05 | 32.40 | 31.07 |
| SD | 10.43 | 10.75 | | 11.34 | 11.93 | |
| Conventional (CAQ-C) | | | | | | |
| M | 27.52 | 28.64 | 28.40 | 27.00 | 27.00 | 27.20 |
| SD | 6.93 | 6.27 | | 9.87 | 11.16 | |

Table 3

Analysis of Covariance on all Dependent Measures for Control and Treatment Groups

| Measures | df | MS | F |
|---|---|---|---|
| **Career Behavior & Attitude Checklist Questionnaire (CBACQ)** | | | |
| Time Spent Thinking About Career Planning (Factor 1) | | | |
| Between Groups | 1 | 50.72 | 4.64 * |
| Within Groups | 34 | 10.91 | |
| Satisfaction With Career Planning (Factor 3) | | | |
| Between Groups | 1 | 7.72 | 1.01 |
| Within Groups | 34 | 7.59 | |
| **Career Factor Checklist (CFC)** | | | |
| Total Score CFC | | | |
| Between Groups | 1 | 152.53 | 1.66 |
| Within Groups | 34 | 91.59 | |
| Familial Factors | | | |
| Between Groups | 1 | 2.71 | .33 |
| Within Groups | 34 | 7.99 | |
| Societal Factors | | | |
| Between Groups | 1 | 6.76 | .74 |
| Within Group | 34 | 9.05 | |
| Individual Factors | | | |
| Between Groups | 1 | 4.79 | 1.95 |
| Within Groups | 34 | 2.45 | |
| Socioeconomic Factors | | | |
| Between Groups | 1 | .26 | .02 |
| Within Groups | 34 | 9.67 | |
| Situational Factors | | | |
| Between Groups | 1 | .24 | .06 |
| Within Groups | 34 | 3.90 | |
| Psychosocial-Emotional Factors | | | |
| Between Groups | 1 | 14.76 | 1.05 |
| Within Groups | 34 | 13.95 | |
| **Attitude Toward Women Scale (AWS)** | | | |
| Between Groups | 1 | 32.51 | 1.52 |
| Within Groups | 34 | 21.31 | |
| **Bem Sex Role Inventory (BSRI)** | | | |
| Masculine Descriptors | | | |
| Between Groups | 1 | 124.37 | 4.27 * |
| Within Groups | 34 | 29.10 | |
| Feminine Descriptors | | | |
| Between Groups | 1 | 47.40 | 2.06 |
| Within Groups | 34 | 22.91 | |
| Neuter Descriptors | | | |
| Between Groups | 1 | 20.01 | .93 |
| Within Groups | 34 | 21.30 | |

* $p < .05$

Table 3 (cont.)

Analysis of Covariance on all Dependent Measures

for Control and Treatment Groups

| Measures | df | MS | F |
|---|---|---|---|
| Career Appropriateness Questionnaire (CAQ) | | | |
| Realistic (CAQ-R) | | | |
| Between Groups | 1 | 16.70 | 1.01 |
| Within Groups | 34 | 16.51 | |
| Investigative (CAQ-I) | | | |
| Between Groups | 1 | 50.24 | 3.92 * |
| Within Groups | 34 | 12.81 | |
| Artistic (CAQ-A) | | | |
| Between Groups | 1 | 10.98 | .92 |
| Within Groups | 34 | 11.81 | |
| Social (CAQ-S) | | | |
| Between Groups | 1 | 99.01 | 4.70 * |
| Within Groups | 34 | 21.04 | |
| Enterprising (CAQ-E) | | | |
| Between Groups | 1 | 84.59 | 4.18 * |
| Within Groups | 34 | 20.19 | |
| Conventional (CAQ-C) | | | |
| Between Groups | 1 | 13.14 | .40 |
| Within Groups | 34 | 32.39 | |

* $p < .05$